JOURNAL OF EDUCATION

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Articles in This Issue—

Tests Are No Buddha — JAMES NEWELL EMERY

Wings Over History — CARL BYOIR

If Not Teaching—What? — HANNAH I. CONE

Making Good Use of Radio — ERNEST R. HAGER

Origins of State Teachers Colleges — JOHN R. KIRK

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JOURNAL OF EDUCATION

ALBERT E. WINSHIP and ANSON W. BELDING
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Index to Journal of Education is published annually with the last issue in December. The contents are also listed in the Education Index.

Modern Tools

Three very modern contrivances are brought to attention in this issue — intelligence tests, airplanes and radio. James Newell Emery, a Principal in Pawtucket, has tested tests and he attests their value and likewise their limitations. ("Tests Are No Buddha.")

•

How incomplete would be any picture of present-day civilization, if it omitted the airplane and radio! Each of these devices not only supplies new material for school curricula, but proves itself useful as an implement of instruction — and only the beginnings have been made yet.

Listen, then, to the whir of "Wings Over History," as Carl Byoir holds the controls in a decidedly timely article.

•

As for radio — practical people like yourself are eager to know how it is being put to work in schools. Your announcer is E. R. Hager of the Providence Public Schools. ("Making Good Use of Radio.")

State Teachers Colleges are taken for granted. But they are not so very old. Splendid pioneering went into their formation. James R. Kirk writes an interesting account of the "Origins of State Teachers Colleges."

To discover how resourceful and how plucky some women are who have missed out in the quest for teaching positions, read "If Not Teaching—What?"

"The A-B-C of Reading" treats of five elements which go to make up the art of oral and intellectual reading.

•

Every classroom knows the fidgety, fussy youngster — never still a minute. The old way was to nag and punish. But today — read what Garry Cleveland Myers has to say about "The Nervous Child in School." It is one of the best of many good articles Dr. Myers has written for Journal of Education readers.

•

Remember — YOU have a right to write for Journal readers if you have a message . . . We keep "open house" for good material.

•

And now — Farewell until September.

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By FRANK REH, B.S., B.Arch., *Principal of Public School, 212, Brooklyn, N. Y., Formerly Teacher of Science, Junior High School 64, New York, N. Y.*

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GUIDEPOSTS TO CHARACTER

By GEORGE W. GERWIG, *Secretary of the Henry C. Frick Educational Commission, Pittsburgh, Pa.*

IN Pittsburgh during the past two years committees of teachers have been studying and experimenting with the problem of character-training for young people. Their work has already shown most welcome results. Now the plan and material of the Pittsburgh plan appears in three small books, Ambition, Loyalty, Perseverance. The books are for the 7th, 8th, and 9th grades.

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JOURNAL OF EDUCATION

Editorials

By Albert E. Winship

Valuation of Taxation

EDUCATION must reduce taxation. Thrift and economy may lessen taxes, but taxation must ultimately balance the budget.

Taxation meets the taxpayer in the school, which is the largest going concern that the taxpayer meets directly.

The value of education in balancing the budget lies in the fact that it must satisfy the taxpayer instinctively that the school is paying him a dividend on his investment at a time when it is a serious matter to provide money for taxes.

In an emergency like the present it is folly to base the valuation of education upon the school's traditional sentiment or upon the personal or professional claim of any employee of the school system.

Taxpayers know instinctively that traditional subjects taught traditionally by traditional teachers do not pay dividends on present-day taxes.

Universal improvement in health, thrift, and behavior of children, youth and citizens will satisfy taxpayers that schools pay dividends.

• • •

Teachers' Salaries

THE Atlantic City meeting of the National Education Association and Professional Summer Schools must realize that appropriations for education and salaries of teachers will not be decided by professional sentiment but by economic conditions, local and state, national and international.

Nothing will be achieved on the basis of what is desirable, but by what is possible.

The spirit of all discussions of salaries and appropriations is of greatest importance.

The present situation differs from all others. Because the inflation was greater the deflation becomes a serious depression.

There can be no comparison between conditions now and at any previous crisis.

• • •

Collapse of Oratory

IT IS INTERESTING to read the editorials and articles bewailing the absolute absence of any trace of oratory in any phrase of public, professional, or economic discussion in this country or in any country in the world crisis.

There can be no oratory that tries to boost anything that is selfish, personally, politically, or historically.

Political oratory has never won votes when its purpose was a purely vote-getting effort.

The most brilliant political orations in my day were Roscoe Conkling's nomination of Grant, Robert G. Ingersoll's nomination of Blaine, and William Jennings Bryan's nomination of himself. But Grant was not nominated, and neither Blaine nor Bryan was elected.

The Democratic convention and the November election will not be controlled by any oratory that is likely to be discovered.

• • •

Columbia Medals

COLUMBIA University celebrated the year's achievement by awarding several medals, two of which are of special professional significance.

Dr. Edwin Cornelius Broome, superintendent, Philadelphia, received one of the Columbia medals. Dr. Broome has won several civic, economic, and professional achievements in his city. The state owes much to his personal leadership especially in the promotion of organizations for the benefit of teachers and in various phases of school activities.

Dr. Broome's presidency of the Department of Superintendence at Washington this year gave him distinction that makes the Columbia medal eminently appropriate.

Dr. Charles Riborg Mann, director of the American Council of Education, 26 Jackson Place, Washington, D.C., was given a Columbia medal in recognition of the creation of various professional opportunities to magnify the vital features of modern education. Dr. Mann has inherited much of Horace Mann's spirit. His ancestors were relatives of the world famous creator of public schools.

• • •

Chicago Teachers

CHICAGO teachers are highly commended in the George D. Strayer report. Chicago schools have always been remarkable since the George Howland and the Ella Flagg Young days and it has never been more clearly demonstrated than in the present administration.

Dr. William J. Bogan has as efficient assistants, supervisors, principals, and teachers as the city has ever had, and the city system has not been deflated despite the financial situation.

How to Teach Arithmetic

THE vital problem is "How to Teach Arithmetic" and not "How Much Arithmetic to Teach."

I won whatever distinction I had in education sixty years ago by teaching how to teach arithmetic.

I had my first opportunity to go to the Pacific Coast fifty-seven years ago because of my advice regarding a series of arithmetics. I have been intensely interested in every new series of arithmetics for more than sixty years.

I have learned more by observation of "How Not to Teach Arithmetic" since my eightieth birthday than I ever knew about "How to Teach Arithmetic" before I was eighty years of age.

I have seen a better demonstration of the result of teaching arithmetic in the South in 1932 than I ever saw or heard of before 1932.

• • •

Using a Country Schoolhouse

FOUR of the younger members of the Smith College faculty, Northampton, Massachusetts, bought an out-of-use country schoolhouse, a few years ago, put it into good condition, painted it red, put in cots and other desirable furnishings.

It is their retreat on weekends, holidays, vacations, and whenever they wish to enjoy restful diversion. It is an inexpensive professional luxury.

• • •

"The Activity Movement"

CLYDE HISSONG, Teachers College, Bowling Green, Kentucky, has discussed "The Activity Movement," past, present, and future, interestingly (Warwick and York, Baltimore).

He realizes that the solution of the present problems of education requires a satisfactory understanding of the relation of freedom of the individual to responsibility of the neighborhood.

Professor Hissong has thought himself through the situation as it was in Plato's day, and in the writings of Dewey and Thorndike.

It will be interesting and important to see to what extent his "Activity Movement," which is nobly exemplified at the State Teachers College at Bowling Green, Kentucky, gets an adequate hearing in the Warwick and York publications.

Professor Hissong fully appreciates the misfortune that no one has discovered ways and means of solving the new problems of civilization as it must function hereafter.

It is of the utmost importance that "The Activity Movement" be widely read and heroically discussed by those who will have opportunity to promote public opinion.

There is a responsibility for immediate activity in modern American education which cannot be postponed.

School Business Ethics

THE business code adopted by the Associated Exhibitors at the Washington meeting of the Department of Superintendence of the National Education Association will have a wholesome effect at this time.

School costs must be reduced. There is no question about this. Everybody accepts this as inevitable. Everybody wants a reduction that will affect somebody else, but not hit him.

Everybody says that no saving should be made that will reduce the efficiency of the schools. The business code is built with this in mind.

The specific features of this code are the following:—

To help determine the just requirements rather than to oversell and thus to overload schools beyond their legitimate needs.

To exert our efforts toward proving the quality of our own products rather than gossiping about the deficiencies of competitive products.

To exchange our products, services, and ideas at a price in keeping with a legitimate profit, doing so in such a way as to benefit both parties to the transaction.

To promote a frank exchange of ideas involving mutual interests and to maintain friendly contacts with fellow members of this Association.

To put forth every effort consistent with faithful business performance in order that we and our field representatives may follow sound recognized practices of constructive salesmanship.

To adjust claims and settle disputes on the basis of facts only and in fairness, and not to resort to other measures unless all such courses prove ineffective.

To avoid giving articles or gratuities with the intent to prejudice the recipient.

• • •

Teacher Training Today

DR. AMBROSE L. SUHRIE is visiting every State Teachers College in the North Atlantic States in April, May and June. These colleges are closing with emphasis on modern methods and spirit, and the visit of Dr. Suhrie is an intensified inspiration.

• • •

Health Conference

JUNE 3 and 4, at the Massachusetts Institute of Technology, Cambridge, there was held an interesting and important meeting of the New England Health Education Association Conference. This was highly promotive of better health conditions at a time when they especially need attention.

Timely Topics

Post-Graduate Year

THE public has put its schools between two fires. On the one side has been, for two years past, a demand that pupils be kept in school longer than in ordinary times. Now—on the other side—comes a reduction of revenues with which to provide instruction to those increased numbers.

Sublime trust in the ability and resourcefulness of school authorities is, to be sure, high compliment. But there are limits to the possible.

In spite of difficulties the post-graduate opportunity traditionally open to students in high schools—a year for strengthening preparation to enter college or for rounding out the secondary school course itself or snatching instruction of a directly vocational character—ought not to be closed. Communities and boards which are contemplating such a measure should be reminded that in some parts of the county not one alone but two post-graduate years are provided, and these under a well organized plan—that of the junior college.

The years immediately following high school are critical in the life of youth. To neglect those years, especially in a season of deflated business, is to create a serious social hazard.

• • •

Solving the Problem Boy

THE Thomas A. Edison School, established as part of the public school system of Cleveland, is rounding out ten years of labor having more than ordinary significance.

The school was a pioneering venture. It had little experience of other such schools to go by. The job undertaken by Principal P. M. Watson and his fifteen associates was a courageous one.

It would have been easy to steer a school for problem boys upon the reef of austerity and punishment. But the heads of this undertaking knew better. They determined to make this a school of encouragement and opportunity; where success would be substituted for failure; and where effort would be used to enlist the interests of the pupils by giving them the type of work and the degree of sympathetic understanding which they particularly needed.

The aims of the school have never wavered. The policies and methods have developed with experience. An amazing number of studies have been made and reports written concerning the Thomas A. Edison School. It has rendered a substantial contribution to the important solution of the problem-boy problem. Other cities have been inspired to follow Cleveland's example. No doubt the other schools of Cleveland itself have been influenced in their attitude toward boys of a certain type by the existence and practices of the Edison school. Certainly the spirit of the institution—its desire to exhaust every resource in capturing the mind and will of the student for the attainment of his best possibilities—is worthy of emulation in schools of every class and condition, everywhere.

• • •

Sympathy Selling

AMONG the domestic problems of the American housewife for some years past has been that of what to do with the young salesman coming to her door and claiming to be a student working to earn an education. The housewife has grown weary and disgusted with the repetitions of this "I am a student" formula, so persistently applied by young agents who have evidently been coached in this particular technique of canvassing.

Some one is at length trying to rescue the housewives—and the college boys and girls themselves; for these young persons are the dupes and pawns in a system of distribution which is often the only means open to them to win an education.

Personnel and employment officers of some twenty-seven Eastern colleges have united in condemning this exploitation of undergraduates, which makes them little better than beggars and weakens their moral fibre and their self-respect. The protest of so many leading colleges and universities, as announced by A. B. Crawford of Yale, should go far toward abolishing this false mode of selling.

• • •

Courageous Integrity

THERE'S sturdy stuff in Principal Edwin H. Whitehill of Watertown (Mass.) Senior High School. Checking over some record cards quite recently he discovered that the school's star baseball twirler this season played the last four games while over the age limit of twenty. Mr. Whitehill saw only one course, and pursued it. The four games are forfeited. School and community have had a practical lesson in clean athletics.

Auson W. Belding

Tests Are No Buddha

By JAMES NEWELL EMERY

Principal, James C. Potter School, Pawtucket, Rhode Island

THERE can be no question of the fact that the so-called intelligence test, one of the outstanding developments in education of the last decade, has come into the educational world to stay. Its value as a mental yardstick has been both proved and accepted by leading educators. Any discussion or argument of its worth or necessity even in school administration would be needless space devoted to a matter already long settled. Yet its widespread use in the last few years has awakened lay comment and criticism and recently newspaper editorials and magazine articles have discussed its value in varying terms and from widely different viewpoints.

Sharp criticism has come up from time to time through the lay press on a slavish acceptance of the intelligence test as a hard and fast measurement of ability. Some of these criticisms have a measure of justification. There has been a tendency among certain short-sighted educators to glorify the intelligence test as an end, rather than a means, to regard its results as well-nigh infallible, and to make it a little short of a fetish. A child's intelligence quotient as shown by the test is 82. Therefore his mentality must be dull normal, regardless of any other indications.

Not even the authors of the tests themselves would claim for their product any such degree of infallibility. In the hands of a trained educator the intelligence test is a measuring-stick of pronounced value—but only a measuring-stick, comparable to the carpenter's rule and try-square. The mechanic needs many more tools in his kit, just as the educator requires many other indications of ability.

The generalization of the lay critic, also, frequently fails to distinguish between the pure intelligence test, which is in the main an evaluation of the child's native common sense in meeting certain situations, regardless of the work covered in his classroom, and the achievement test, which is designed to give a line on the fundamentals of his scholastic work. To these may be added a third classification, the so-called objective test, which lacks standardization, and is an attempt to cover a large portion of his schoolroom studies by a number of questions which may be answered either by a brief yes or no, or the truth or falsity of the statement. All of these are included in lay criticisms of the "intelligence test."

•

Many of the faults of the tests are not so much inherent as due to short-sighted application and faulty handling. It is easy enough to conceive that in the hands of a brusque, unsympathetic and untrained examiner, the results obtained may be of little value as a criterion, of either the pupil's mental ability or achievement. This is particularly true of very young children, especially those of limited reading ability. There is also the possibility of a marked difference in results in the same test given early on a sunshiny Monday or Tuesday morning, and late on a stormy Friday afternoon at the close of a strenuous week.

Nor should implicit reliance be placed on one test alone. Two or more tests should be given at different periods, under varying conditions, and a general average struck of the results obtained in each case. If the intelligence quotient or educational quotient obtained as a result of such a series varies by only a few points, it is safe to conclude that the pupil's mentality may well be estimated by the figures obtained. If, on the other hand, the pupil scores highly on one test, and makes an extremely low score on another, it is equally safe to assume that there is some fault either in the test itself, or in the method of giving. These test results, combined with the pupil's school record, his teacher's estimate of his work, and other data available as to home influences, physical characteristics, and mental attitude, form an efficient basis for sizing up the child's mentality.

•

Certain local conditions frequently enter into the results obtained from the tests. One of the early questions in one test, for example, is "Are all apples red?" Given to a group of pupils in a country town in an apple-growing region, there would be little doubt as to the answer. Yet this same question, given to a group of pupils in a large city school, brought out a surprisingly large percentage of affirmative answers. Small wonder, when the experience of these boys and girls with apples was confined entirely to the fruit on

sale at the grocery stores, where anything but a red apple rarely if ever finds a market. These boys and girls had doubtless never heard of or seen a Rhode Island Greening, a Russet, or a Bellflower, household words in a farming community. It was not the lack of intelligence that militated against these boys and girls, but their lack of experience along a certain line.

A widely-used test given to children of first and second grades and kindergarten age is confined to differentiating between certain pictures and completing various drawings. Yet certain pupils who made a poor showing in a test of this kind showed in their classroom work unusually good reading ability, while others who made an excellent showing in the test showed difficulty in mastering the mechanics of reading, which is the prime essential of the first year's work.

In another widely used primary test, two years in succession showed that a rather superior group of children had I. Q.'s which ranged from 130 to 165 for more than half of the room of 40 pupils. Their daily work, however, or other tests given at a later date, failed to bear out this high classification.

One third-grade pupil, for example, was rated approximately 130 in the intelligence test. Yet this pupil the following year, whose classroom work had been mediocre during the year of the test, was the only one of a group of more than 150 pupils seriously considered for putting back because he seemed utterly incapable of doing the work of the fourth grade in arithmetic.

Lest these criticisms be based on theory, it is only fair to state that they are conclusions drawn from the writer's own experience in either giving, scoring or grading more than 1,500 pupils in a period of three years besides earlier use of tests. These tests were given to groups of from 100 to 200 pupils of a grade at a time, divided among sixth grade, third grade, first grade and kindergarten pupils. On the whole the results obtained corresponded fairly well with the maxims laid down by the authors of the tests themselves. Yet there were sufficient individual cases of variation to justify to some extent the lay criticisms of the tests.

"The intelligence test is a valuable mental measuring stick. If used with care and intelligence and its results interpreted along with other factors, it is productive of great good. * * * * * Much of the sharp criticism that is directed towards the intelligence test is due to its faulty handling, and to a mistaken idea that once the test is given nothing else need be done."

The question-content of the intelligence test itself has no magic significance. It has the advantage of being standardized, of having been given to a large number of children throughout the country under varying conditions, so that the normal response may be estimated with rather a high degree of accuracy. It is this point that renders the intelligence test valuable, rather than the makeup of the questions. Large groups of figures tend to settle themselves into certain definite proportions. Life insurance tables, for example, gathered from thousands, or even hundreds of thousands of cases, show us almost with positive certainty, that a certain number of people of a certain age will die during a certain period of time. We may be sure that there will be a certain number of serious automobile accidents in a year's time, a fairly definite number of fatalities, a comparatively sure percentage of recoveries as well as losses in a thousand cases of a serious disease, such as diphtheria or appendicitis. In a registration of 1,000 pupils, it may be looked upon with almost certainty that the number of boys and the number of girls will vary only slightly, often a difference of only two or three. And the number of examples may be multiplied indefinitely.

The makeup of the questions in the standard tests has been carefully settled, keeping in mind this steady percentage of large numbers which settle down into what we term norms. The content of unstandardized tests may be just as effective and the questions designed just as well to show a child's mentality. The value of the standard tests lies largely in their graded results as developed from their being given to great numbers with a careful comparison of results obtained. The greater the numbers, the more close approach to accuracy.

•

The intelligence test is a valuable mental measuring-stick. If used with care and intelligence, and its results interpreted along with other factors, it is productive of great good. It is a working-tool, not a golden Buddha, to be enshrined in a niche in the educational system and to be worshiped with much kotowing and burning of incense. Much of the sharp criticism that is directed toward the intelligence test is due to its faulty handling, and to a mistaken idea that once the test is given nothing else need be done.

We cannot file away the child's record, consider that we have him labeled and card-indexed, and do nothing more about it. Card-indexing the mind and the child's personality is a dangerous, if not a fatuous assumption. Giving the test is only a beginning. We must use constantly those results obtained with reference to the individual child in his subsequent career. If, for example, he has a high intelligence and a low achievement, the inference is obvious.

Like many another educational working-tool, the intelligence test must supplement—it cannot supplant—the teacher's work.

Wings Over History

By CARL BYOIR

THERE was some big news in the papers the other day. It did not have big headlines, but it was about some mighty important people. They are high school students. Each year the school which they attend sponsors a trip to Washington and the students are taken for a tour of the capital. This year the trip was made by airplane.

This may not sound like big news, but it is significant for a number of reasons. In the first place the news story pointed out that the idea on the part of the educators who sponsored the flight was NOT to furnish thrills for the students, or to give them something new and novel. But their idea was to get the future citizens better acquainted with a form of transportation which they regard as destined to be of large importance within the lives of present-day pupils. These teachers thought that a rudimentary knowledge of — or at least experience with — aviation, was a necessary part of the pupil's education.

•

Many educators feel the same way. Aviation subjects are taught in 600 public schools. Seventy-five universities and colleges in the United States offer aeronautical training. Everywhere we find educational wheels being geared to teach the rising generation how to cope with and benefit by this new means of transportation.

But there is a still more significant fact to note in connection with our news story about the high school students. Flying will be a definite part of their adult lives; they are being prepared for it. In the meantime, in their classrooms, these future leaders of the nation can see across the pages of their history books the graceful reflection of an airplane. Aviation is not only making history and bringing about change; it is having a definite influence on the history that was made before the airplane was invented.

Let me cite an example. Down in the Peruvian Andes is a place called Colca Valley. Here has been discovered a lost civilization —a civilization that antedates Pizzaro, the old Spanish explorer. And news of this lost civilization —news that will make history— was brought out with the aid of an airplane.

"As flying is clearing up old historical data so it is also writing new chapters in the history of today. * * * * * Everywhere we see wings spread over the spots that have been in the history books since man began to write them."

Robert Shippee, hardly out of the high school age himself, was the leader of the party that explored the ruins. He went to them on foot because there is no landing field in the Andes near the ruins. But messages about what he found were brought out by airplane. Shippee stood on top of a ruined cathedral and held his message on the end of a bamboo pole. The expedition's plane swooped down from the clouds and picked the message up. Then the plane winged its way back to civilization with its precious news. Soon it will appear in the history books.

Other planes are at work in Peru and the other South American countries. I am not referring to the scheduled transport planes that link thirty-two countries and colonies of South and Central America with the United States, but rather to another expedition. It, too, is working in the Peruvian Andes. And it recently discovered fourteen villages which have had no communication with the outer world since the Spanish Conquest. Think of it! And think what our historians will be able to discover about the early life of the New World, once they have visited these villages. Man-made wings hover above the history books of our youth today, and those wings are busy making the past more clear to our students.

And as flying is clearing up old historical data, just so it is also writing new chapters in the history of today.

With many of these facts you are already familiar. Almost daily you read in your paper of some new record, some new flight across an ocean or a continent. But it is hard for us to realize how rapidly aviation is changing our present civilization. Everywhere we see examples of how wings are replacing the old with the new.

•

Cowboys used to ride long days over the plains to reach their ranches. Today Easterners fly to "dude" ranches for their vacations, or week-end rest.

Some of you who read this can probably remember stories of the "Forty-niners." They went west in 1849—young men and old men—drawn on by stories of huge fortunes in gold that waited for them in the California mountains. Well, we have our "forty-niners" today. They are hunting for gold in Arizona. But they are not going to the fields on foot or by horse. They are flying in airplanes. If you went to Arizona today you could find small groups of these prospectors working here and there in the desert country, searching for treasures in the earth. Often their quest is fruitless. But if it is, a plane comes and picks up the miners, carries them hundreds of miles in a few hours, and sets them down at a new and more promising location.

Everywhere we see wings spread over the spots that have

been in the history books since man began to write them. Mail planes are winging their way over ancient Chinese cities. Others fly airways in Japan. Passenger air lines network the historic Mediterranean and all of Europe, where Western civilization was cradled. Regular passenger and mail planes are in service in Africa, India, Siam, Persia—in fact, in every country of the world, including Iceland.

Getting back to the students who flew to Washington as part of their high-school education—there is no doubt about their teachers being right. When the educators decided that the airplane was going to have an important part in the future, they were probably looking at the future in terms of the present, because steady and powerful planes already have a leading part in the nation's transportation.

Those boys and girls who flew to Washington flew over carefully marked airways. There are 30,000 miles of these airways in the nation today. It is estimated that more than half-a-million people flew in passenger planes last year. Aviation is influencing business, speeding it up, saving time, saving money. Letters fly the airways, too. More than nine million pounds were flown last year, and in 1932 the figure will probably reach 12,000,000 pounds or more.

These teachers knew what they were saying all right. Aviation is going to have an important role in the future of the country's development. There is no doubt about it, because it already has an important role today, and is fast becoming one of the country's leading industries.

If Not Teaching—What?

By HANNAH I. CONE

Women's Educational and Industrial Union, Boston

WHAT avenues of work are open to the college-trained woman who fails to find the teaching position she had planned? This question was answered to some extent in a study just completed on "Opportunities of Employment for College-Trained Women." Information was obtained for 3,434 women who had received training in colleges and universities of Metropolitan Boston, and who sought employment during 1930-1931. Of this number, 1,558, or nearly one-half, desired teaching positions, but only 614, or 39 per cent. of these were successful. Of the 61 per cent. who were unsuccessful, 63 or 4 per cent. reported success in finding other positions.[1]

The women in this group represent intelligence combined with initiative, resourcefulness and courage. Unable, because of economic conditions, to step into the field for which they had spent years in training, they showed remarkable pioneer qualities in quickly adjusting themselves to new fields of work.

About one out of five of these young women had some teaching experience. Only one voluntarily gave up her position, that of art supervisor for a group of neighboring small towns, because she felt she must have a change. She went into commercial art work at a salary of $2,100; thereby achieving not only additional financial reward, but an outlet for creative work.

Most of the positions secured were in professional or semi-professional fields of work. Two of these young women had attained master's degrees; one became an executive secretary for a religious association; the other went into psychological research work at the Yale Institute of Human Relations, while pursuing further study towards a doctor's degree.

Other positions found by these resourceful women were: Statistical grading work at the Harvard School of Business Administration, health education for a tuberculosis association, hospital laboratory work, social secretary, clerical work and tutoring.

A few of the positions in this group appear to be somewhat far removed from the training and experience of teachers; for example, a saleswoman in a fur shop, a hair dresser, and two who went into restaurants—one as head waitress, and the other to learn the restaurant business.

The remainder of these courageous young women had no teaching experience. One who had attained a master's degree, and showed preference for college teaching in psychology, became a psychological social worker, giving mental examinations to prisoners—rather a far cry from the atmosphere of the college campus, although it is closely related to her desired teaching subject. The opposite tendency was shown by the largest number, i.e., those who went into secretarial and clerical work. The majority of these workers secured positions in colleges, which represented a sublimation of their desires for teaching. Business absorbed the other secretarial workers. The next larg-

1. In addition 170 graduates of Teachers College had temporary positions mentioned further in this report.

est group entered department store work. Social service claimed two of these women; and two others ventured into the newspaper field—one in the advertising department. A third entered a publishing house. Two others joined public library staffs, one of whom had hoped to teach psychology in college; a third librarian was employed at a state reformatory.

Six of the positions that were very closely related to the teaching field were: A school psychologist, a school and home visitor for the public schools of a Pacific Coast city, field worker for an educational association, a camp counselor, a governess, and a Y. W. C. A. girl reserve secretary.

Varied types of positions are included in the final group, in which are a laboratory technician, an executive secretary, a student secretary at Babson's Institute, a commercial artist, a lunch-room manager, an information clerk at a Harvard Hall, a circulation desk worker at the Harvard Business School of Administration, and a worker at the Women's Republican Club.

In addition there were several hundred graduates of Boston Teachers College out of employment in the teaching field, from whom definite information as to their makeshift work was directly unobtainable. But they had taken all sorts of temporary positions while awaiting substitute and temporary teaching work, and, according to the Boston Herald of December 8, 1931, 170 of the 1931 class stormed the School Committee meeting, requesting work. At that time it was disclosed that the girls had been so desperate that they had gladly accepted positions as waitresses, nursemaids, salesgirls, and theatre ushers.

Too much credit cannot be given all these intrepid young women who refused to be downed by circumstances over which they had no control, but rose bravely and blazed new trails like true pioneer women of the past. Psychologists claim that the highest test of intelligence is one's ability to readily adapt himself to new conditions. These would-be teachers have thus proved themselves to be not only courageous but of a very superior type of intelligence, and should set an example to others in professions suffering severely from unemployment at the present time.

Making Good Use of Radio

By ERNEST R. HAGER

Principal, Asa Messer School, Providence, Rhode Island

DURING the past year and a half decided steps have been taken for the introduction of the use of the radio into the public schools of Providence. Approximately three hundred classrooms in seventeen of the schools have loud speakers connected with central radio sets in the principals' offices. These installations were made at a cost of more than fourteen thousand dollars, nine thousand of which was appropriated by the School Committee and five thousand contributed by the schools themselves. The teacher in each of these rooms may regulate the volume of her speaker or disconnect, at her discretion. At the central set the principal or an assistant may send out to the rooms a program tuned in "from the air," phonograph records, or personal broadcasts from his microphone.

These splendid radio installations have been made possible through the co-operation of several individuals and groups. First, the superintendent of schools mapped out the co-operative plan and secured the interest of all who were to be partners in it. As indicated, the School Committee assumed a part of the financial obligation and the school principals, teachers, and pupils raised school funds for the purpose. These funds were pooled with the superintendent, giving him greater purchasing power through the seeking of bids. One of the deputy superintendents, with the aid of the Providence Trade School, designed ingenious devices for adapting radio sets and amplifiers, and made some of the work of installation a project for the students of the Trade School. This resulted in economies, and in outfits that are admirably suited to the purposes of the schools.

The superintendent next brought together the principals of these schools for a permanent organization, to meet regularly and confer upon the educational uses of the new equipment. At the very outset the superintendent stressed the importance of three steps for the radio listening lesson: preparation, reception, and follow-up. It is now more than a year since the first of these radio conferences, and a number of practical lessons in the use of the radio equipment have been learned.

The Damrosch Music Appreciation Hour over the N. B. C., and the American School of the Air over the C. B. S. are so well known that it is unnecessary to dwell upon them. They are practically the only programs from the radio broadcasting stations in this vicinity that are properly planned for classroom reception. There is much that is of educational value in the programs that the commercial broadcasters are sending out. We receive

lists of these "Educational Broadcasts" from the N. B. C., from Miss Margaret Harrison of Teachers College, Columbia University, and on the Journal of Education's page, "Coming on the Air."

There are, however, almost insurmountable obstacles to our practical use of this material. First, of course, is the objectionable advertising which is frequently interspersed throughout the program. Then there is the failure to receive the lists long enough in advance to plan for the reception. A very real difficulty is our inability to classify programs as to subjects and grades from a list of mere titles which are not sufficiently descriptive.

We have been able to make some use of these programs of the radio stations through "home lessons by radio." Valuable broadcasts out of school hours are assigned to pupils having radio sets at home. These pupils listen, take notes, and report.

Unanimously the principals have found the school "mike" the most valuable part of the equipment. Here we teachers may produce for our pupil listeners programs that are free from advertising, that we plan in advance, that are classified and graded. The criteria for planning a microphone lesson include the aid that it will be to the classroom teacher by supplementing her efforts, the interest that it will add, and the time that it will save.

There is a microphone technique, as the professional broadcasters well know. The simpler elements of this technique our teachers must acquire in order to teach successfully via "mike." As in the classroom, so here the lecture method is one of the poorest. The Socratic dialogue is better. Dramatization is excellent. Character training lessons are presented in this way, by groups of pupils at the microphone, for their fellows at the loud speakers in the various classrooms. Language dictation exercises for the entire school are conducted over the microphone, including correction of papers and immediate tabulation of results. The visiting music teacher at her piano in the broadcasting room teaches certain elements of the music lesson to half the school at one time. Arithmetic fundamentals and language usage tests are given regularly in this way with a decided economy of time.

"The criteria for planning a microphone lesson include the aid that it will be to the classroom teacher by supplementing her efforts, the interest that it will add, and the time that it will save."

Auditorium programs without assembling in the auditorium are often more successful than the usual "assembly." The amplifiers make unnecessary the training of platform speakers. The auditors in the classrooms follow the programs better than they would if they were seated at the rear of a hall, where they could hear only half of what is said. In these "radio auditorium" programs we preserve community spirit by providing for listener-activity in unison. We switch on the phonograph to play the accompaniments for community songs, and throughout the corridors the classes may be heard, all singing together. In this connection we made a discovery. The tone quality of the singing improved. In order to keep together it is necessary to hear the accompaniment, and this subdued singing eliminates the gusto with which children are wont to sing familiar songs.

A spirited march heard from each classroom loud speaker at the close of the day sends the pupils home with a feeling of love for their school.

At the superintendent's direction, two committees, one for junior high schools and the other for elementary schools have made plans to broadcast a series of programs for classroom reception. These programs are intended also to enlist the interest of parents who are able to listen in at their homes. An attempt has been made to provide lessons that are adapted to radio presentation, that will supplement the work of the classroom teacher, and that will arouse the active interest of the pupils.

In following the admonition to heed the three steps of preparation, reception, and follow-up, our teachers are acquiring what may be called "loud speaker technique." The teacher at the loud speaker becomes an assistant to the teacher at the microphone. Very ingenious are some of the devices by which she prepares the class for the coming radio program. She has pictures at hand or words on the blackboard. She introduces the speaker or the subject. During the reception she is alert to assist. In unobtrusive ways she uses a pointer or writes an unusual word, or she takes notes for use during the third step. An important activity of hers during the listening is to observe the reactions of her pupils. They follow-up the radio lesson by preparing scrap-books or they write letters, essays, or poems.

The question will naturally arise in the minds of taxpayers, school boards, parents, and teachers: "Is this marvelous invention, the radio, a proper tool for use in the schools?" A little careful reflection will convince one that in spite of obvious shortcomings there is good reason for anticipating that it will find an important place in elementary and secondary education; its place in adult education is already assured. Radio is a means of communication; so was the saga, so is the picture in the textbook, so is the movie, so indeed is printing. We may assume that the loud speaker promises to become an indispensable auditory aid in education.

Origins of State Teachers Colleges

By JOHN R. KIRK
Kirksville, Missouri

STATE teachers colleges for the education of teachers to conduct public schools of all kinds and grades had their origins and early developments in the Middle West. They were in their beginnings ingenious expedients to serve local and regional needs, no two of them just alike. Even now they have difficulty in adapting themselves to uniform plans of procedure.

The movement started in the Middle West early after the Civil War. Ambitious idealists led the way in several states, each one on his own initiative. Missouri probably illustrates fairly well the spontaneous origins of special education for teachers. She had many private colleges and academies, nearly three hundred of them, conducted by men of good scholarship and the inherited qualities of good teachers.

The Mid-Western people had vigorous building instincts. New schoolhouses rapidly took form. Universal education was an impelling motive. There was need for better teachers and more of them. The idea of "state schools" for teachers had prompt acceptance. People wanted them.

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Joseph Baldwin, founder of the Missouri normal school system, typified the constructive ideality and fortitude of normal school promoters. Baldwin had classical education and a variety of teaching experiences in lieu of professional preparation.

Aided by Greenwood and a few others Baldwin started a private normal school at Kirksville in 1867. His catalogue of 1868-9 showed the forward looking dreams of the Baldwin-Greenwood group.

To these men scholarship was fundamental in the preparation of teachers. A few of Baldwin's early students recently recalled his telling us many times that teachers needed such scholarship as the best colleges gave and must have with it and following it much well organized and adaptable professional education.

Baldwin regarded normal schools at the "two-year" level inadequate for the education of teachers needed in the Middle West. He and Greenwood were determined to prepare teachers for all schools from kindergarten to high school inclusive. They vigorously campaigned for their ideals. Their graduates were early organizers of many elementary schools and high schools.

The Kirksville Teachers College still has the catalogue of 1868. The school year was of ten months' duration, four terms of ten weeks each, five lesson periods for every class every week, fifty lesson periods for every class every term, two hundred lesson periods for every class within a calendar year. Diversions were few; recreational "week-ends," unknown; "joy riding," undiscovered.

Baldwin, himself a superior classroom teacher, taught some two or three classes daily during his presidency. Other teaching schedules did not differ materially from those now approved by the American Association, excepting as to the five lesson periods per week for each class.

Entrance requirements were not so definite and rigid as now. But the numerous academies and colleges, the scattered high schools and the supplementary "prerequisite" courses in the normal school itself made preparation for entrance into college classes adequate. There seems to have been much of sanity in the early colleges, for the vital issue with a student on entering a class was whether that student could carry the studies of that class. The same issue seems to be at the present time under consideration in some universities.

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My hope now is to make entirely clear the Baldwin-Greenwood practices. We all know:—

1. That higher institutions by aid of summer terms now enable students to earn some forty semester hours of credit in a calendar year;
2. That eighteen class periods may secure credit for one semester hour;
3. That a gifted student by attaining excellence in a study may increase credits in that study by some 20 per cent. of it; hence
4. Capable students may within a calendar year earn somewhat more than forty semester hours.

The early Kirksville curriculum provisions were as follows:—

1. Just four studies in four class periods each day for five days in the week;
2. No excess credit, but capable students had privilege of carrying five studies and many of them desired to do so;
3. Class periods were slightly shorter than at the present time, but study periods were much longer; from investigation it appears that study hours were at least fifty per cent. longer than at present;
4. From comparisons it is deemed safe and fair to evaluate those early studies at twenty periods for the earning of a semester hour; and
5. Students of the early era could accomplish in four calendar years what students now

do in three calendar years, that is, the earning of one hundred twenty hours and a bachelor's degree.

Each student in the early day had the advantage of not only fifty class periods each term in each study for four terms within each year, but there were not then so many holidays, diversions and distractions as now consume student energy. The losses of late suffered through extra-curricular activities and week-end excursions did not in the early period impede the advancement of the college student as they do do now.

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The catalogues of the 'seventies show "four-year courses." But the freshman year was, it is quite certain, designed chiefly to furnish: (1) advanced preparatory instruction for those needing it, and (2) the reviewing of high school studies. Typical students entered upon college studies at the beginning of the sophomore year. Many of them covered the equivalent of forty semester hours per year during the sophomore, junior, and senior years. Bulletins yet on file and student records support this interpretation.

The early curriculum was well stabilized for the attainment of thorough scholarship. There were few, if any electives. The teaching staff was vigorous and capable. Greenwood, among the best, was a mathematician, a scholar, and a teacher of high order.

His influence on curricula is evident; for the mathematical program, twenty class periods per month for thirty months, included solid geometry, plane and spherical trigonometry, surveying, college algebra, analytical geometry, integral and differential calculus and mathematical astronomy. Intending graduates took all of it and by modern evaluations the total of it was thirty semester hours or more.

The sciences covered twelve terms with total credit value of thirty hours. Laboratory equipments paralleled those of typical colleges. The library was rather small. The languages and social sciences included, all told, about thirty-five semester hours. Music, fine arts, oral reading and "calisthenics" were provided for.

Well defined professional studies of that early era are by present-day measurements evaluated at thirty or more semester hours. President Baldwin taught or directed the teaching of the education courses and from the outset in 1868 he maintained a small but efficient practice school.

"Now the educational conception of the teachers college movement seems to have almost universal acceptance. The people at large discover that professional teachers for schools of all kinds and grades should have as minimum attainments the scholarship, the resourcefulness, and the professional knowledge and skill such as may be acquired in well tested and approved teachers colleges."

The curriculum of the private normal school as shown in the catalogues was on January 1, 1871, taken over into the state normal school and followed with but few changes to the end of the Baldwin administration in 1881. The next eighteen years brought the institution many misfortunes. Financial support was meagre. Opposition from colleges was a hindrance. The curriculum content had to be reduced until the highest diploma covered not to exceed sixty-five semester hours.

Many of the early provisions were lasting. Among them was a law enacted in 1874 authorizing the normal schools to confer degrees. That law has never been altered excepting to add the words "or teachers colleges" after the words "normal schools," when in 1919 the institutions were designated as teachers colleges. During the Baldwin decade some degrees, not many, were conferred each year.

In the summer of 1899 President Jesse of the university advised the present writer to resign the inspectorship, accept the Kirksville presidency and by all means put scholarship into the normal school.

President Jesse had studied the normal schools. He had very clear conceptions as to the education of teachers. But the liberal arts colleges were so strongly opposed to the "four-year" college for teachers that it required almost a dozen years for an anxious president and a diligent faculty to restore the effectiveness enjoyed under Joseph Baldwin.

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Conditions now are different, in some respects critical. There is cause for serious concern on account of so many liberal arts colleges having to face financial crises. Many of them have unfortunately been discontinued. Only those well endowed are likely to survive.

Meanwhile the more highly professionalized and thereby the more effective teachers colleges, many of them, offer graduate courses and confer masters' degrees. Furthermore there is no reason to doubt that in the not distant future teachers colleges will necessarily be conferring doctors' degrees. The Republic of Germany shows how it may be done. The world keeps moving.

Some fifteen years ago an association of teachers' colleges became a necessary get-together movement. The normal school association was at the "two-year" level. A few men felt the need for an organization of exclusively "four-year" teachers colleges. Those at Cedar Falls, Iowa; Greeley, Colorado; Normal, Illinois, and Kirksville, Missouri, were the ones most frequently in conference.

The new association began with five charter members. President Seerley of Iowa, first proponent of the idea, had been conferring

with a few others for two years or more. It was a matter of biding our time. There was possibility of complications.

But the time came. It was at the close of an afternoon session of the North Central Association in Chicago. Presidents Felmley of Illinois, Seerley of Iowa, and the writer sat together in the La Salle Hotel lobby. Seerley said: "Now is the time to organize." The other two agreed. Just then Dean Minnich of Ohio drew near. He, too, thought the hour had come.

President McKenny of Michigan was just leaving the elevator. Felmley said: "There is McKenny. Let us call him in." One of us expressed uncertainty as to McKenny's view of the "four-year" teachers college, but Felmley said quite promptly: "But McKenny is favorable." Then someone beckoned McKenny. He joined the group.

It had been the writer's idea that Seerley should be first president of the new association, because that veteran leader had held out longer, suffered more and achieved more than anyone else in overcoming interferences and finally in establishing on an enduring basis a teachers' college of the highest type and character. But Seerley preferred not to have the presidency at that time. We unanimously chose McKenny, who served two years. The others, including Seerley, in due time held the presidency.

It may be that the activities of the new association for a few years were not very fruitful. But eligible institutions were joining and the near eligible ones were qualifying themselves with view to entering the organization.

Now the educational conception of the teachers college movement seems to have almost universal acceptance. The people at large discover that professional teachers for schools of all kinds and grades should have as minimum attainments the scholarship, the resourcefulness and the professional knowledge and skill such as may be acquired in well tested and approved teachers colleges.

Meanwhile there is an open field for all other teacher-producing agencies of equal facilities and standards; the professionalization of liberal arts courses has respectability not heretofore observed and there seems to be no exclusive sphere for any one type of college that may not in whole or in part be shared by another.

The A-B-C of Reading

By BYRON C. KIRBY

Principal, Oliver Platoon School,
South Bend, Indiana

THE effective teaching of reading is directly dependent upon five basic factors: namely, (1) a knowledge of isolated words; (2) an understanding of the meaning of those words; (3) the ability to divide words into syllables; (4) a working understanding of phonics; and (5) daily oral reading.

(1) Words are the elements of oral expression. One cannot speak a language unless he knows words; and the fluency with which he speaks depends directly upon the number he knows and the exactness with which he knows them. Likewise, one cannot read well unless he can recognize individual symbols with facility. To be able to recognize them he must learn them. Vocabulary is not gained through heredity and intuition.

Each morning three or four words from the lesson should be placed on the board. These should be drilled so that every member of the class learns them perfectly. Words from previous lessons should be reviewed daily. This plan, if followed through all twelve grades, makes it possible for the student to acquire a large vocabulary which will be of value to him in his talking, in his reading, in his writing, in his thinking.

(2) The definition of each word should be developed, drilled and reviewed as thoroughly as the word itself.

(3) Children cannot become independent readers unless they are taught how to work out the pronunciation of unfamiliar words. One essential prerequisite to this ability is an idea of how to divide words into syllables. Hence, every child should receive consistent, daily training in syllabication. It is the key both to pronunciation and to spelling.

(4) Another essential necessary in working out pronunciation is a practical understanding of phonics. Children in grades one to eight should be taught and drilled daily in the basic sounds of speech and how to apply them so as to be able to master many of the new words they meet.

(5) Pupils in the first eight grades should have one oral reading period daily. This makes it possible for the teacher to correct the pupil in his mispronunciation, to help him with words he cannot master, to check on his comprehension and to develop the proper regard for punctuation.

Opponents of oral reading contend that this method retards the rate. We do not need to worry about that. The violinist, the pianist, the organist, the cornetist all begin slowly, carefully, thoughtfully and, as they master the fundamentals, they are able to increase the speed with comparative ease and exactness. Rate in reading will likewise develop sufficiently with a mastery of the fundamental tools.

Personal and Professional

PERCY DAVIS, who succeeds Frederick F. Martin as superintendent at Santa Monica, has been in Santa Ana only a year, having succeeded J. A. Cranston there a year ago. Both of these elections were highly complimentary to Mr. Davis.

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HENRY A. SUZZALLO'S survey of California's higher institutions of learning is attracting national and international attention. It is the most heroic attempt that has been made to decide the professional rank of the work of a State University and State Teachers Colleges.

Dr. Suzzallo is skillfully planning to shift responsibility by the appointment of an advisory commission of one State Teacher College man, two municipal university men, and three deans of education in universities.

Dr. Suzzallo places a terrific responsibility on his one State Teacher College man to protect the State Teacher Colleges of California.

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GEORGE F. ZOOK, president of the Municipal University of Akron, has raised that institution to high rank by his professional recognition in various national activities. His judgment on institutional efficiency ranks with that of any of the university leaders.

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OSCAR E. RAYMOND, principal, Brockton, the new president of the Massachusetts State Federation of Teachers, is one of the highly professional personalities nationally in New England. He was high man in the Wakefield, Massachusetts, school system.

He is a prominent Rotarian, and in one of the national meetings of the Department of Superintendence he distinguished himself at the Rotary banquet.

The Massachusetts State Federation of Teachers has presidents of a quality that rank with the presidents of the National Education Association. Mary McSkimmon, Annie Carleton Woodward, and several men of national distinction have been its presidents. The choice of Oscar E. Raymond follows a really famous line of leaders in education.

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GUY B. PHILLIPS, superintendent, Greensboro, North Carolina, has published a ten-year plan for education in school and out. It is one of the most complete programs we have ever known for service to the home, the neighborhood, and the state. We have known Mr. Phillips as one of the ablest leaders in education anywhere in the country.

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Everyteacher

By ANSON W. BELDING

Puss in the Corner

WHEN you were very young did you ever play "Puss in the Corner"? If so you will remember with what caution you would try to change corners with another player before the player in the centre could pre-empt the desired niche.

So it is with the changing of teaching positions, which still goes on though at a very slow rate.

Once upon a time any good teacher who became tired of his particular job might resign without any better job in sight, and in a few weeks he would land something more to his liking.

Nowadays only a very rash and self-confident teacher would think of resigning until he had made certain of his next position.

The teacher who hasn't a corner is having an unusually hard time to get one.

While we are assured that no over-supply of "good" teachers exists, we have no doubt that many of the teachers who stand in the middle with no position are superior to an equal number who move safely from corner to corner or remain in statu quo.

When pupil welfare becomes paramount, the quest for best teachers will lead to the selection of some available teachers who are practically excluded by existing rules and customs.

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When Geometry Was Young

TWENTY-THREE centuries ago a mathematics professor by the name of Euclid was teaching his newly discovered science of geometry to young men gathered at the famous seat of learning in Alexandria, Egypt. To Alexandria in those days came many brilliant students. It was before the fashion had arisen of sending boys to college whether or not they had brains and ambition. Keenest of all the students who met in Alexandria must have been one from Syracuse, called Archimedes. How eagerly Archimedes grappled with the young science which Professor Euclid unfolded to him! And how joyously the older man gave of his knowledge to the youth who seemed to understand so quickly and to have original thoughts to contribute.

We can imagine the science of geometry taking on greater richness and completeness as the pair, teacher and student, discussed it together.

Archimedes had already worked out in a rough way the ratio between circumference and diameter of a circle before he came to Euclid. And Archimedes would apply all he learned to new situations.

They made an ideal combination, these two.

Every great teacher longs for a great pupil. He brings out latent qualities of greatness in all his pupils. But he waits and hopes for one who shall learn with avidity, and shall give promise of conquering new knowledge. Euclid met only one Archimedes. Archimedes met only one Euclid. With a few years' more of difference in their ages, they might have missed each other. In modern times it may happen frequently that the great teacher yearns vainly for an Archimedes. And by the same token, a great pupil may search without success for his Euclid.

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Teachers' Vacations

THERE is a certain wear and tear about the daily routine of teaching which is absent from other tasks. Something of life itself goes out of the teacher in the contact with a class. This is not purely imaginary, an apology for a "soft" job, but a fact well known to all who are familiar with teaching.

Vacations are opportunities to restore the soul and to refresh the body. After a well spent summer, the teacher returns with vigor, enthusiasm, a wholly different outlook from that which he had when school was dragging to an end.

If vacations are to serve their purpose they must be planned. One teacher's meat is another teacher's poison. Complete physical and mental rest for the whole time would hardly be excusable except in cases of extreme exhaustion. But a few days of utter let-down might be good for any one. Then—something to do, something to refill one's reservoir of health or knowledge or inspiration. It may be travel, it may be a hobby or a project, it may be attendance at a summer school. Whatever it is, it should be deliberately chosen for its value to the individual, and in equipping that individual for the task to be resumed in the fall.

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Expect and Get

OPINIONS seem to differ as to the best way to get the best work out of students. Shall they be told to do a great deal more than they are expected to do? Or shall they be told to do a reasonable amount of work and be not only expected but required to do it?

The latter policy has been found to operate successfully. It has the advantage of instilling in the students a sense of the importance of thoroughness.

There are teachers whose standards are so exacting that they make virtual serfs of their pupils, who toil long hours to complete over-heavy assignments.

Best results seem to come from expecting what is asked for, and asking only what is fair to expect.

Problems *of* Personality

By GARRY CLEVELAND MYERS
Western Reserve University, Cleveland

The Nervous Child at School

WE shall use the word "nervous" in a popular sense. We shall consider that child nervous who obviously makes many more movements than are necessary to do what he attempts to do. He finds it hard to sit still, and when he appears to do nothing there are many random movements of his hands or feet or other bodily parts.

If you study this child at home you may find some or all of the following: That he does not have regular hours of sleep, that habits of family routine have not been worked out with a minimum of interference and nagging, that much vexation arises over his need to adapt himself to the restrictions and the commands and supervision he gets from his parents; that he tends to play too hard, and grows over-weary; is quarrelsome and timid, and does not get on well with his playmates. He is easily frightened. Probably he bites his finger nails. He may stutter, too. He may also be a bed-wetter. If you try to make him sit still you fail, and he grows more restless. He probably does not smile much, and on his face there may be a strained demeanor. He may cry very easily and with apparently deep feeling. He may be overjoyous and exhilarant at some times, and very depressed at others. He may have worries which he does not tell to others. If he is a good observer of his own feelings and experiences he may say he often has a "creepy feeling," "just want to be moving all the time."

At school this child may wriggle, move about aimlessly, and work out all sorts of ways to be going somewhere. He may seek an outlet for his urge to be stirring by engaging in some deviltry, annoying some one else. Some children are so fidgety that they almost drive a teacher crazy, who herself is highly nervous. That teacher has at times felt like shaking such a child as a terrier shakes a rat. After this type of child is punished almost never does he improve as a result of punishment. Rather, he grows worse.

Although very active, this child when all the other children are ready for some directed activity, may not have his paper or pencil ready. He is likely to be inattentive and, on that account, may not get on well at school. On the other hand, he may be so bright as to excel in his class work in spite of his habits of apparent inattention. His nervousness may be caused in part by the ease and monotony of the work. However, in terms of school work, attitude and behavior the very nervous school child cannot be definitely described. He may vary to the widest degree in all of them.

In case you are the teacher of a manifestly nervous child you want to know what you may do for him. Even here we can hardly generalize but to say that the first step is to find out as much about the child as possible and to lead his parents also to study him sympathetically. They, of course, will be aided by the advice of a competent physician.

Provide as wide opportunity as possible for him to have freedom to move about, leading him to do so with as little disturbance to others as possible. But some nervous children are so fidgety and so distracting as to need some curbing for the welfare of the rest of the children. Unfortunately many nervous children have not learned at home adequate habits of restraint and self-control, though many of them may have been subjected to almost constant nagging and ineffectual punishment. An occasional extremely nervous child has not learned at home the alphabet of restraint or the first meaning of regard for authority. Such a child may profit from rather rigid discipline at school. Even he doubtless would greatly profit from required rest periods at school when in a quiet place he would stretch out on a blanket on the floor or even sit leaning in as relaxed a manner as possible over a desk. Obviously, the younger the child the better he will respond to such treatment. Any child in the classroom, after sitting still for ten or fifteen minutes, should feel perfectly free to get up and walk about. It is not hard for a teacher with a reasonable philosophy and understanding of human nature, to adjust herself to such freedom, and, moreover, to guide her children not to disturb others or to be disturbed by them.

The nervous child ought especially to profit from emphasis on individual instruction. Continuous attention in the traditional class recitation is well nigh an impossibility for him.

As this nervous child probably does not get on well with other children at home, school guidance of his play life and encouragement of his efforts at play skills and group games both at school and home ought to offer some help. At no time should he become over-excited and greatly fatigued. An occasional child may reach such a stage of ner-

vous agitation as to warrant being sent home or sent into a quiet room for repose. Some children ought to remain home a day or half-day for quiet rest once in a week or two. Thoughtful parents of high strung children, especially of those getting on well at school, will, with the advice of their physician, often work out a program by which this very excitable child's school attitudes will be broken now and then with a deliberate purpose to protect the child. Then the school will not condemn but will co-operate.

Whereas practically all our philosophy and practice of education has been built upon the assumption that the prime objective is mental stimulation of the pupil, we shall by and by conclude that for a good many children just the reverse is desirable and that what some most need is emotional repose.

You do most to help the nervous school child as you lead his home folk into a wholesome attitude toward him and help them to work out a program at home which will guarantee to him a minimum of emotional disturbance and a maximum of self-control and self-expression, with due consideration, of course, for the rights and feelings of others. But more often than not there will be many annoyances to the child at home. In case the child bites his finger nails, for instance, he doubtless will be hounded constantly, all the while biting more and growing still more nervous, more miserable. The understanding parent will say nothing about the finger nails but will consider the child ill, and will act accordingly, knowing that the nail biting is pretty sure to disappear with the acquisition in the child of physical improvement, emotional poise and self-mastery.

What the nervous child usually needs more than anything else is more periods of relaxation and less excitement. This presupposes a program of calm and self-control in the parents in the home manifest in quiet voices and an atmosphere of agreeable home companionship. Some parents might be helped by reading such books as Cameron's "The Nervous Child" or my book, "Building Personality in Children," particularly the chapter entitled "Emotional Poise and Personality." An excellent book for teachers and parents is, "The Healthy Minded Child," edited by Nelson Crawford and Karl Menninger.

They Say

RAY LYMAN WILBUR, Secretary of the Interior:—

"There are many reasons why we should have a 'divine discontent' with the qualities of the educations we offer in our rich and complicated systems from kindergarten to college. The actual achievements of our millions of learners —in personal cultures, in civic ideals, in vocational competencies, in moralities, in health conservations—seem to fall sadly short of popular and popularized expectations."

• • •

DAVID SNEDDEN, Professor of Education, Teachers College, Columbia University:—

"In various quantitative senses American public and private agencies have now arrived at a kind of splendid adulthood—they are no longer 'infant' industries.

"We spend more dollars on public schools, we have more of our youth in high schools and colleges, than all the rest of the world together. We have higher limits of compulsory school attendance, we have more commodious school buildings for our youth than have any other people. Quantitatively, we have gone far."

• • •

AMELIA EARHART—:

"Women who might make good mechanics are shunted into cooking or sewing."

PRESIDENT McCONAUGHY, Wesleyan University:—

"If a college graduate is not a better husband and father than the man without this training, there is something wrong with college."

• • •

ALBERT PIRELLI, of Italy, International Chamber of Commerce committee chairman:—

"It is safe to say that every American is born thrice as rich as every European."

• • •

WILLIAM S. TAYLOR, Director of Department of Education, University of Kentucky:—

"Teaching is the biggest single business in America."

• • •

RALPH W. PRINGLE, Illinois State Normal University: —

"A teacher's pedagogical stature will increase more rapidly when he solves his own disciplinary problems."

• • •

DEAN INGE:—

"Reading aloud takes one along at just the right pace."

• • •

WILLIAM LYON PHELPS:—

"Life teaches us that absolute liberty is impossible."

THRIFT

SOME PROBLEMS ARE HANDLED HERE IN GOOD OLD-FASHIONED WAY — SAVE FIRST, PAY BILLS, THEN SPEND WHAT'S LEFT.

Getting along with life means spending just a bit less than one earns.

Recently I came across an interesting chart which for typographic reasons I cannot reproduce here. It was a chart which showed an irregular financial curve of the relation between earning power and living expenses in the different periods of one's life. Just to look at it makes one think. To study it closely forces one to wish that everybody could understand its full meaning.

It shows little children earning nothing and costing much. Then comes the rising curve when young people commence to earn and earn more rapidly than their expenses ordinarily increase (or should increase). Then the sudden drop in the curve of relationship between earning and spending because the wage earner has taken a wife unto himself with the expenses incident to and following such action. Then a rising curve when a man possesses the greatest earning power. Next the curve when his earnings just about match his expenses. And finally the curve when his expenses are more than his earnings and he must either draw upon his savings, go to live with his children or accept charity.

A Few Old-Fashioned Facts

A budget system. "What's the use of such foolishness?" is the caustic remark of my friend who laughs at the idea of fooling away time putting down what one spends, earns and saves. "Don't you know," she says, "that you don't have anything left at the end of the month anyhow, and what's the use of having it in black and white — you know it anyhow."

There's no use telling her that it is "good psychology" for adults to keep budgets and for parents to help their children to chart their good habits and bad, to keep health charts, and to keep home accomplishment records. These things may be "nonsense." But so are report cards, dollar bills which only indicate values and which cannot be eaten, golf and baseball scores, cross-word puzzles, and collecting. Nevertheless who wants to live in a dead, dull, dry, old world with all the joy knocked out of it?

Spend Less Than You Earn

Determine to spend a little less than you earn. I go so far as to save my stint before I pay my bills. If I worked the game the other way round, I'd pay my bills and spend what was left. As it is, the bills get paid. I find that good savers make, in the long run, good spenders.

Give as much time and thought to spending money as you do to earning it. Get some fun out of spending. Some return for your money.

Pay as you go and go as you can afford. A debt for a useful article which saves labor and time is an investment. A "useless" article is not useless if it brings greater zest to living and hence more desire to get ahead in life.

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Arthur Dean

BOOK TABLE

WORKBOOK FOR PROBLEMS IN GENERAL SCIENCE. By George W. Hunter, The Claremont Colleges, California, formerly of De Witt Clinton High School, New York, and Walter G. Whitman, State Teachers' College, Salem, Massachusetts. Heavy paper covers. 330 pages (8 by 10 inches). Profusely illustrated. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

General science has thoroughly established itself everywhere, and the Workbook method is also indispensable, especially since the prevalence of the world crisis. This wholly new method of attacking the problems of General Science by class activities through the Workbook demonstration makes it easy and inexpensive to have every school solve all problems of General Science.

The Workbook relieves the teacher of liability to be burdened by needless detail.

No teacher-training institution could have known five years ago the facts that must be known and appreciated in General Science today.

A Workbook can never be used over again. It must meet the latest conditions civically, economically, and pedagogically. The Hunter-Whitman Workbook for "Problems in General Science" meets these conditions.

HIGH SCHOOL ECONOMICS (HISTORICAL AND DESCRIPTIVE). By Charles Manered Thompson. University of Illinois. Cloth. 512 pages. Chicago, New York, Boston: Benjamin H. Sanborn & Company.

Modern economics have created a modern America which necessitates modern high school education, which makes new textbooks.

Professor Thompson's "High School Economics" makes a distinction which the present world crisis makes of first importance. "Labor is sacred" in all discussions of economics.

Modern economics presents a delicate, sensitive relation of labor, capital and management.

Another combination of relationships is land, labor and law.

Still another sensitive group of relations is overproduction and the effect of tariff legislation.

The Sanborn "High School Economics" is an elaborate presentation of all phases of economics as affected by the history of economics, and by the world crisis, by sectional interests, and by political conditions. The facts are abundant, up-to-date and reliable, the illustrations are vast in number and artistically attractive. There are impressive and illuminating charts and diagrams.

In every respect the book represents modern education for modern America.

FIRST STEPS IN ART AND HANDWORK. By Ella Victoria Dobbs, University of Missouri. Cloth. 242 pages. New York: The Macmillan Company.

"Drawing" is the leader in modern American education because it has usually been the pioneer in progressive education. Nothing in traditional school activities has so often promoted the discovery of genius as has the use of the pencil. While this has always been a possibility, nothing has been quite as deadening in its influence as to require a pupil with genius with the pencil to do monotonous uninteresting work with the pencil.

Modern American education is making great strides by eliminating the tedium of traditional school activities which insisted that children with talent should do over and over what they had known how to do long ago.

The University of Missouri has a national reputation for inspiring the promotion of genius by the elimination of waste time and the senseless "drill" which always bores a child whose talent is far ahead of the work he is required to do.

Ella Victoria Dobbs has skillfully and attractively removed all possible harm from such deadening requirements, especially in drawing and art. Her "First Steps in Art and Handwork" is a wonderful creation of inspiration to attainment as soon as any child has the urge to see beauty in form or color.

Her book raises school drawing to the height of art attainment.

There is no delay in the approach of genius, for the book is one glorious revelation of ways and means to create emotions that appeal to children in their daily activities.

This is an ideal modern American education creation in school textbook making.

GENERAL JIM. "The Story of a Horse." By Arthur C. Bartlett. Boston, Massachusetts: W. A. Wilde Company.

It is highly important today that there be story books written for youths from six to sixteen that are absolutely irresistible to any boy anywhere that the American Flag is afloat. The youth of today are as different from the youth of yesterday or day before yesterday as a flying machine of today is above that of Darius Green and his flying machine. No book today is satisfactory to a boy if his father isn't interested in it as much as he is. The day for boyish books has past.

"General Jim" from start to finish is the story of an old man in whom any man will be as interested in his experiences as in any creation of Charles Dickens. From start to finish there is the ebb and flow of fame and fortune of a wealthy lawyer politician such as boys either like or dislike. From start to finish there is an intense rivalry between a youth of fame and fortune, who always wins in everything, his athletic masterfulness, scholastic attainments, good fellowship and inherited superiority, and a youth with nothing in his favor except that he pulls off an occasional stunt because of the loyalty of his three pals, whose only importance is that they always show up in a quartet, they as small boys had formed what proved to be an interesting boys' club called "Four Fried Potatoes." While the other characters provide the real story, the "Four Fried Potatoes" are in action until the life of everybody in the little country town in the Middle West sees the "Four Fried Potatoes" emerge, with their creator the winner of the national prize, away from the hitherto universally successful youth of fame and fortune, all through the achievement of "General Jim" on the race track.

Books Received

Everyman's Library: "Poems of William Cowper. Edited by H. Fausset.—"Salammbo." By G. Faubert.—"Rockwood." By W. Harrison Ainsworth.—"Tales From Henryk Sienkiewicz." Edited by M. M. Gardner.—"Pascal's Pensees." Translated by W. E. Trotter.—"Minor Poets of the 17th Century." Edited by R. G. Howarth.—"The Nature and Treatment of Stammering." By E. J. Boome and M. A. Richardson. New York: E. P. Dutton & Co.

"An Introduction to Medieval History." By D. Dymond. Boston: John W. Luce & Co., Inc.

"Vocational Monographs." New York: McGraw-Hill Book Company.

"The School Idea." By Valentine Davis. London: George Allen & Unwin, Ltd.

"Stories About George Washington." By F. J. Olcott.—"George Washington, the Man." By Henry Cabot Lodge, Boston: Houghton Mifflin Company.

"Workbook in High School Observation and Practice Teaching." By Charles Everand Reeves, Ph. D. "Standards for High School Teaching." By Charles Everand Reeves, Ph. D. New York: D. Appleton and Company.

"Evaluation and Improvement of Teaching." By Charles M. Knudson. Garden City, N. Y.: Doubleday, Doran and Company, Inc.

"First Lessons in Business Training." By Hamilton and Gallagher. New York: Prentice-Hall.

The News Digest

England Proposes To Change School Ages for Economy

LONDON.—A recent proposal made in London that children under six years of age should be excluded from the public schools as a measure of economy focuses attention on the fact that there were 667,213 youngsters in the schools of England last year who were not yet six years old. The suggestion also was made that the taxpayers' burden should be lightened further by having compulsory school attendance cease at the age of thirteen instead of fourteen.

Figures in the annual report of the Board of Education in London, just issued, reveal that the two groups of pupils, those under six and those over thirteen, constitute one-fifth of the total school population. As the cost of education a year in Britain is close to $500,000,000 it was estimated that the saving thus effected might amount to nearly $100,000,000.

The English school authorities' annual statement includes some particularly interesting statistics. It discloses, for one thing, that Great Britain's schools have a considerable enrollment of infants and small children of the nursery and pre-school age groups. One hundred and eighteen toddlers under three years of age already were on the road to learning the three R's in the public schools last year. The surprising total of 31,723 children between the ages of three and four were receiving lessons. Those between four and five years of age numbered 127,494, and those from five to six years 507,878.

In fact these young learners between the ages of two and six outnumbered by 84,070 the total number of pupils over thirteen in England's elementary schools.

Twins Make Record For School Attendance

VASSAR, Mich.—Dorothy and Walter Boesnecker celebrated their nineteenth birthday anniversary in June by graduating from high school here together. The twins, children of a teacher in the high school, started to school when they were seven. In twelve years neither has been tardy. Dorothy has not missed a day of class work. Walter, however, missed twelve days in the twelve years.

YEAR'S COLLEGE TRENDS REVIEWED

Income Decreased 10 Per Cent, But Enrollment Found Stable; Students and Faculties Friendlier

CLEVELAND, O.—In a review of the work of the American colleges and universities for the year 1931-1932, Charles Franklin Thwing, president emeritus of Western Reserve University, takes up seven elements.

The first element relates to finances. "The finances of the institutions of higher education," declares Dr. Thwing, "have become increasingly hard as the year 1931-1932 has advanced." In general, the income of the American college in the year now ended has diminished ten per cent. Recognizing the peril of deficits colleges have lessened expenses on every side, even on the side of instruction. "The attendance of students still equals that of the former year," Dr. Thwing declared. "This figure is practically a million. The reduction in numbers, to be exact, is only three-fifths of one per cent. of the attendance of 1930-1931. The prospect of attendance in the next academic year is bright."

The current year, Dr. Thwing finds, has been marked by closer and better relationships between faculty and students. The traditional antagonisms between these two bodies are passing.

"The year 1931-1932 has witnessed an alarming number of outbreaks, of riots, and even of a sort of mob-violence among students. But be it said that the riots in American universities do not approach the lawlessness of the customary riots found in English universities or of strikes which prevail among the radical students of China," he asserted.

"A fifth element in the higher education of the year," in Dr. Thwing's list, relates to the mood of experimentation and to the facts of experiments. "The mood of present experimentation," in his view, "takes on several forms or applications; to methods—to conditions and scholastic content—and seems to centre with impressive unanimity about the student."

The rise in the distinctly intellectual forces and forcefulness of the American college, as incarnated in the individual student, is accompanied, Dr. Thwing finds, by a decline in athletic interest.

"Increase in the interest of the college in its graduates and the increase in the interest of the graduates in their college," is the seventh point Dr. Thwing brings out. "The year has been marked by discovering what graduates want from their college, and by discovering also what the college can offer for filling these wants. The actual organization of instruction for graduates remains on the whole to be achieved. Yet some beginnings already have been made," he concluded.

Railway Car Used In Ontario Proves Excellent School

OTTAWA, Ont.—The Ontario Department of Education, in co-operation with the Canadian Pacific Railway Company, began operating a school car in 1926 for the benefit of school children and adults living at certain isolated points within the province. It was found that there were many villages that were too small to justify the construction of schoolhouses and the maintenance of teachers for the few children who could attend.

A solution of the problem, therefore, was to take schools to the children in the form of school cars especially conditioned, equipped and provided with an instructor able and willing to take charge of and pursue this new plan of school work. This car was put in service in September, 1926, to be moved by way-freight trains from point to point upon a fixed schedule that permitted a certain number of days of classroom work at each stop, while assigned homework was being done elsewhere on the school-car route.

In the beginning the plan was considered an experiment, of course, but the satisfactory results that were soon achieved readily carried it beyond the experimental stage, with the result that an additional school car was commissioned from time to time until five in all are now operating, and two more are being made ready for service.

VOLUNTARY SALARY CUT

Pittsburgh Teachers Offer to Return 10 Per Cent.

PITTSBURGH, Pa. — The public school teachers of this city have made a voluntary decision that seems destined to have a far-reaching effect upon the economy movement in the state. They have elected almost unanimously to turn back ten per cent. of their salaries to the school district, the aggregate saving to the taxpayers being $850,000 a year.

In effect this means precisely what it says. With the salaries of the teachers fixed by law the Board of Education lacked the power to reduce them. They could be lowered only in the manner named, by the teachers themselves. But the board offered a serious alternative that obviously was a factor in the decision. With the lower returns from taxes drastic economy was called for, and unless teachers voluntarily accepted a cut in pay it would be necessary to reduce the teaching force. Thus the decision saved the jobs of ten per cent. of the teachers.

Even so, the commentators see both altruism and patriotism in the decision. The teachers are credited with a real sacrifice on a broad plane. Had they elected to resist the appeal of the board a majority could have maintained their salary schedule, but the others would have been thrown out of employment. As it is, not only are all the teaching jobs saved but public sentiment is being developed to prevent any attempt at using the decision for a permanent lowering of the salary levels.

Principal A. D. Arnold Heads Passaic Schools

PASSAIC, N. J. — Arthur D. Arnold, principal of Passaic High School for the past thirty years, has been elected superintendent, to succeed Dr. Fred S. Shepherd, who has reached retirement age. Dr. Shepherd has been head of Passaic schools for eighteen years. He came to this city from Asbury Park.

Mr. Arnold has long been a student of administrative problems, not only of high schools but of elementary grades also. Five years ago on the completion of his twenty-five years in the principalship, Mr. Arnold was accorded a public reception and dinner, and was presented with a testimonial of praise signed by the governor, the mayor, the state superintendent, and representatives of faculty, students and alumni. His wise progressiveness and eminent fairness, as well as his ability to enlist harmonious co-operation, were specially commended.

Free Publicity For Your Schools

CLEVELAND.—Dr. Garry Cleveland Myers, who frequently contributes to the Journal of Education, states that he will welcome photographs of school activities accompanied by a brief description and the name of school and teacher. Pictures should be photographically clear, and should include children of any age or grade. The more activity represented the better. Creative and dramatic scenes preferred, or any other photographs which vividly reveal a story of some forward movement in educational practice. Dr. Myers has access to a large group of newspapers throughout the United States, many of which will gladly give space to such illustrated stories of general interest. No advertisement is used in connection with these stories, except the educational service rendered by the particular school whose work is thus exhibited.

It might be well to communicate with Dr. Myers, 1000 Elbon Road, Cleveland Heights, Ohio, before forwarding photographs to him, as he cannot pay for them, nor guarantee their use nor their return. But he can extend good educational publicity.

34,013 Scholarships Available Annually

WASHINGTON. — Institutions of higher learning in the United States have at their command 34,013 scholarships, fellowships and assistantships which serve to help deserving and qualified students to carry on their studies, according to the first general survey of them undertaken by the Federal Office of Education. The figures were gathered for the year 1927-28 from 402 institutions. The awards range in annual value mostly from $50 to $1,500 or more, and the office estimates that the total value of those available in a single year is around $10,000,000. Most of them—21,168—are designated for men, while for women 8,834 are available, the remaining 4,011 being open to either sex. Most of the awards, the figures show, are in the $50-$150 brackets, although twenty-five of them are worth more than $2,000.

Lynn Teachers To Retain Positions

LYNN, Mass.—The Lynn school committee, which in the general campaign for economy in city departments voted last February to eliminate the services of five teachers at the conclusion of the school year, has reversed its earlier decision, and voted to retain the five. The committee decided to keep the Lynn teaching personnel at 630 persons.

PSYCHOLOGIST STUDIES THOUSAND COLLEGIANS

PHILADELPHIA, Pa. — Nervous breakdowns and sexual problems cause more college students to need psychiatric advice than other difficulties, according to a study of one thousand student cases made in connection with the University of California psychiatric services by Dr. Sidney Kinnear Smith of Oakland, California, and read to the American Psychiatric Association here by Dr. Glenn Myers, a California colleague.

Dr. Smith found that every year about the same proportion of students in college need much help, and that more freshmen and sophomores ask for advice than juniors and seniors. Problems in their relation to the student's social life are of extreme importance, Dr. Smith said. Psychiatric treatment brought about the greatest degree of improvement in the maladjustments, but there were marked improvements also in the other types. Of the total thousand cases over half were improved by psychiatric treatment. For cases of nervous breakdowns Dr. Smith unhesitatingly recommended psychoanalytic treatment.

Executive Training At Cincinnati University

CINCINNATI, O.—An enlarged program of training for public service, answering what is regarded as a nation-wide need for trained public executives, is to be introduced at the University of Cincinnati next fall as a result of a gift of $85,000 for this purpose from the Rockefeller Foundation, recently announced. Three general fields will be covered—public service in engineering, welfare administration and public legal service. The last course is designed to train law college graduates for careers in such offices as city solicitor, county prosecutor, special counsel, and judge. Courses will be given by regular faculty members and special lecturers, including Clarence A. Dykstra, city manager of Cincinnati, and heads of four city departments.

Italy "Deeply Hurt" At Malta School Curb

ROME.—In the presence of Premier Mussolini, Foreign Minister Dino Grandi voiced recently "the unanimous sentiment of a nation deeply hurt" by the British restrictions on the teaching of the Italian language in schools of Malta. Italy was unable to do anything, Signor Grandi said, because it was a purely British affair. Italy looks upon Malta as essentially Italian, and there was a storm of protest when the British announced recently that the Italian language would be abandoned in elementary schools.

PUERTO RICO SCHOOLS

Teaching Staff is Filled and Appointments End

SAN JUAN, P. R.—American applicants for teaching positions in Puerto Rico will be informed this year that there will be no new appointments made in the insular school system until after January 1, 1933. The Department of Education instructed the Bureau of Insular Affairs to this effect to prevent the Commissioner of Education from being swamped by thousands of letters from American college graduates who want to pass a year in the tropics and at the same time acquire a practical knowledge of the Spanish language.

One reason why applicants no longer find it easy to get a teaching appointment here is that the yearly turnover among American teachers is not as large as formerly. In the earlier days of the American regime young men and women from the United States were inclined to regard a teaching position in Puerto Rico as a year's adventure which seldom could be profitably prolonged.

As a whole, continental Americans teaching in the Puerto Rican schools are today as little likely to make yearly changes as they would if they were employed on the mainland. Conditions have so changed that the island life no longer appears in the guise of adventure, but as a normal experience in an American community.

French Language Prize Award Made

ANN ARBOR, Mich.—Dr. Hugo P. Thieme, professor of French at the University of Michigan, chairman of the department of Romance languages, author of many scholarly works in French, and member of the Legion of Honor, has once more been brought to international fame through an award made by the French Academy. This award has been given by the Academy since 1915 in appreciation for services rendered to the French language by persons from outside of France. The prize is officially entitled "prix de la langue francaise" and consists of 13,000 francs as well as 11 vermeil metals. The money is always given to societies or collective bodies while the metals go to such foreign scholars as the Academy deems worthy to receive them. Count Ehrensvard, Minister of Sweden at Paris, was one of the others selected by the Academy.

Refuses to Ban Girls' Bare Legs

LYNN, Mass.—Whether or not girl students may go stockingless in Lynn English High School is a matter for parents, not school authorities, to decide, Frederic R. Willard, principal of the school, said in commenting on the fad for bare legs among Lynn school girls. "If parents allow their daughters to go to school stockingless it is not up to the high school authorities to ban the girls," he said. He expressed his personal opinion that "the stockingless fad, in school, is not good taste and not business-like," but that parents should judge their children's appearance before they leave home. "People disgust me who are always harping on the theory that the young people of today are indecent," he added. "Girls are certainly wearing more clothes today than they did several years ago. Feminine fashions are outgrowing the sensational stage. Girls today are dressing to be in style, not to be daring."

American Course At French College

PARIS.—America's "coming of age" was officially recognized by France's scientific world, represented by its 400-year-old institution, the College de France, when one of its members, Professor Bernard Fay, inaugurated a chair of American Civilization. This is the first chair of its kind on the European continent. Its creation in Paris reflects the interest which French people—usually so indifferent to things happening abroad—now take in the United States. The lecturer will divide the United States history into four parts: he calls the first one ending with the eighteenth century the revolutionary period; the second is the liberal and agricultural period from 1800 to 1860; the third runs from 1860 to 1905, and is characterized as the national and industrial period. The last period, which is in evolution now, is termed by M. Fay as imperial and banking.

Finds Fascism In Brazil Schools

RIO DE JANEIRO.—Public clamor has arisen during recent weeks through the discovery that Fascism is entering Brazil through the public schools in the State of Sao Paulo, where there are a preponderant number of Italians and many Italian schools. Because of the political and financial disturbances of the last few years Brazil has found it difficult to provide enough schools for the constantly increasing population, hence many French, English, German and Italian institutions have been established in various parts of the country. Until recently the government has paid little attention to the kind of instruction given in these foreign schools, but has been grateful that others should share the educational burden. Disquietude has resulted from the discovery that Fascism, allegiance to Italy and the Italian language, have been the prime objects of instruction in these Italian schools of Sao Paulo.

COLLEGES IN CITIES ADOPT SKYSCRAPERS

NEW YORK.—Despite Pittsburgh's forty-one-story skyscraper university, the world's tallest schoolhouse is yet to come. This, at least, is the opinion of architects solving the mass movement, in fast elevators, of thousands of students, and space allotments for seats of learning in the modern city.

New York University's School of Commerce on Washington Square, Pittsburgh's "Cathedral of Learning," Philadelphia's proposed new tower structure at Temple College, and now Columbia University's prize-winning design for a thirty-story giant, just announced, are among building innovations that are gathering all branches of a college curriculum within four walls. Everything from cracking the atom to television's latest tableau will in future be undertaken under one roof—such, at least, is the vision of Dean William A. Boring, of the School of Architecture of Columbia University.

The skyscraper college will solve the problem of the college or university that must have more classrooms, but is without ground space on which to put them, he points out.

Any One Can Learn "Math," Professor Says

BOSTON.—"Any one can learn math!" says Professor Donald D. Durrell, of the Boston University School of Education. People who count on their fingers, thumb "log" books, puzzle laboriously over graphs and intricate calculations do so not because they are congenitally unable to grasp mathematics, but because they have a defeatist attitude toward it, according to Dr. Durrell. "Any one can master the principles of mathematics or of any other subject," claims Dr. Durrell. "All he has to do is to go about learning it in the right way."

French Women Study Oratory

PARIS.—French columnists and the parody artists of the Montmartre cabarets are taking great delight in the fact that a school of oratory for women has been opened in Paris. The humorists are branding the school as one of the world's most useless institutions. As if, they gibe, it were necessary to teach women to speak! But the students and the instructors are quite serious. The school, directed by Mme. Kraemer-Bloch, one of the prominent women lawyers of Paris, will assist young women law students in acquiring eloquence and train the students in parliamentary procedure, for its adherents believe that, despite the opposition of the Senate, there will be feminine Deputies after the next elections.

SMALL CLASSES ASKED

New York Teachers Claim This Would Increase Jobs

NEW YORK.—More than 400 unappointed school teachers and sympathizers recently attended a meeting of the Board of Education to protest against the retrenchment program in the education system which will prevent their employment.

Henry R. Linville, president of the Teachers Union, the first to voice the protest, said the contemplated reductions in next year's budget would have the effect of increasing the size of classes, and thus deprive unappointed teachers of the positions they might have if the maximum number in each class was held down to thirty-five. Under the economy program, he said, classes will have an average of forty pupils, with some as high as fifty-five.

Mr. Linville urged the board to insist that the Board of Estimate appropriate sufficient funds to allow smaller classes, and said if there were only thirty-five pupils in each class, 2,300 unappointed teachers could be employed. He also urged the board to appeal to the public and to civic organizations in an effort "to tap additional sources of revenue."

Ralph Fagin, of the Unemployed Teachers Association, quoted Dr. William J. O'Shea, superintendent of schools, as saying that retardation in the schools was due to oversized classes, and characterized the board's economy program as "penny-wise and pound-foolish economy which will result in educational suicide."

Find Noises of City Harm Work of Students

NEW YORK.—The disastrous effect of noise on the ability of children to think is shown by a report of the Noise Abatement Commission of an experiment conducted with 200 boys at the Riverdale Country School, Riverdale-on-Hudson, made public by Frank S. Hackett, headmaster. According to the findings, averages scored by the boys in mental tests given under conditions of quiet, loud and moderate noises, indicate that loud noise is in all cases detrimental, and moderate noise becomes so after a short time. The tests were applied for an hour a day over a period of a school week. They were doubly conclusive, the report holds, as they made no attempt to duplicate either the peak traffic sounds nor the sharp, sudden disturbances to which children in schools are subjected. The noises employed remained constant in pitch and loudness and the children were able to become rapidly used to them so that they soon ceased to distract attention.

Says Universities Should Manifest Leadership

RICHMOND, Va. — President Angell of Yale said here that while educational institutions never can get very far ahead of conditions and ideals of their own time it is of the very essence of their social function that they always should be leading. "They should always be seeking sounder and wiser methods, always be adding to the sum total of human knowledge and to the insight into human nature and the physical universe, always improving the technique by which youth flowers into maturity with an ever completer development of all its latent capacities," he said.

American Teachers Will Study German Schools

BERLIN. — About twenty-five American teachers, ranging from grammar school to university grades, are due here at the end of June to begin an eight-weeks' study of pedagogic methods in this country. They will visit six or seven cities, where they will watch school methods and interview German teachers, it was announced by Dr. Franz Hilker, director of the pedagogic division of the Central Institute of Education and Instruction, here. The tour will be under the auspices of the International Institute of Education of Teachers College, Columbia University, which, in co-operation with the Central Institute, has organized such visits by American teachers since 1925. Similar German groups visit American schools. Dr. Hilker headed a group of teachers and school officials who toured the United States for four months, from March 20 to July 20, 1928.

School Janitor Paid More Than Principal

CHICAGO. — There's at least one school in Chicago where it's more profitable to be janitor than principal.

Dr. George D. Strayer, Columbia University expert in school administration, who has made a survey of the Chicago schools, told a meeting of 4,000 teachers the head janitor of one school was being paid $5,750, and the principal only $4,000.

"Of all the incongruities I have ever seen," said Dr. Strayer, "a head janitor getting more than a principal takes the prize."

In a recent report of his survey Dr. Strayer recommended to the board of education that salaries of all janitors be cut 21 per cent. to effect a huge saving.

HARVARD BIRTHPLACE IS FOUND IN LONDON

CAMBRIDGE, Mass — Harvard University has every reason to believe that it now knows where the Rev. John Harvard, its name-giver and first benefactor, was born. This is an item hitherto unknown in Harvardiana, and is disclosed in the current issue of the Harvard Alumni Bulletin, graduates' magazine. Louis A. Holman, of Boston, has brought to light a picture of the house in Southwark, London, where Harvard first saw the light of day.

The picture found by Mr. Holman is a water color drawing, measuring about six by nine inches, of a row of Elizabethan houses in London. It was made in 1827, by John Chessel Buckler (1793-1894), just before the building was pulled down in order to make way for the approach to the new London Bridge.

Mr. Holman's chief authority for saying that a house in this row was in all probability the birthplace of John Harvard is Dr. William Rendle, F. R. C. S., author of "Old Southwark and Its People," and various other historical works.

Jersey City Proposes School Cut

JERSEY CITY, N.J.—Teachers in the Jersey City public schools have been asked by Dr. James A. Nugent, superintendent of schools, to consider a proposal for reducing salaries, it has become known. Decision on the proposal was to be made at a special meeting of the Board of Education of Jersey City. Dr. Nugent said that the proposal probably would take the form of a request to teachers that they accept a salary cut of 20 per cent. for salaries of more than $3,000 a year, and 15 per cent. for salaries of less than $3,000. He said that there were about 1,500 teachers in thirty-nine schools in Jersey City. The probability of a salary cut for teachers was interpreted as the first step of a move for salary reductions throughout Hudson County. Dr. Nugent said that the proposal had been found necessary because of present conditions.

Girl Students Ask Smoking Place

ORONO, Me.—As a result of the agitation during the last year among University of Maine girl students for a specially designated place on the campus where they may smoke, President Harold S. Boardman has consented to confer with the committee on the matter. The issue has been thoroughly aired by the women's student government association and a survey taken showing 98 per cent. of sorority girls either smoke or entertain no serious objection to the practice.

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Non-Classical Trend At Wellesley College

WELLESLEY, Mass. — Statistics gathered at Wellesley show that the present trend is away from the classics and fine arts and toward the modern and utilitarian in subjects favored by the students. History, French and psychology have the largest numbers taking general examination in those fields. Greek is last on the list, with only one girl choosing it as her major subject. Latin comes twelfth, and philosophy seventeenth. Art and music have been surpassed in late years by mathematics and zoology, and even English literature is having a close race with economics for popularity. Biblical history, geology and astronomy are elected only by a few.

Entrance Flexibility at Chicago University

CHICAGO.—At the University of Chicago—where extensive changes have accompanied the adoption of a new curriculum—the rules for judging an applicant's fitness are taking on the elasticity of a relativity formula. Much greater leeway is now allowed the students as to the kinds of "credits" to be submitted for admission, Professor George A. Works, university examiner, pointed out recently—a friendly gesture to the "progressive" schools. And in place of the old requirement that a student should have been in the upper half of his high school class, a system of "weighting" of grades has been introduced so as not to handicap schools with high standards.

New Jersey School Appropriations Set

TRENTON, N. J.—The New Jersey State Board of Regents in its third annual report to the Legislature recommends appropriation of $1,118,484 for the fiscal year ending June 30, 1933. Rutgers University and associated colleges will expend the major part of this fund, getting $1,037,784. A course in principles and practice of the real estate profession will receive $12,300, the Newark Technical School and Newark College of Engineering will get $38,400 besides $30,000 already available through existing legislation; and the remainder of $30,000 will go for administrative expenses. The board urges adoption of the proposal for a state university organization. A preliminary report, made public in January, recommended establishment of at least eight junior colleges.

Germany Urges Farms For 60,000 Idle Scholars

BERLIN.—German universities are helping to make farmers of young men who in normal times might have become college professors. Berlin University is asking the Prussian government to donate homesteads in thinly-populated provinces. Qualifications are brawn and willingness to stick to the farm. The number of men and women in the academic professions out of work in Germany is put at 60,000, and is increasing at the rate of 12,000 a year. Unless conditions improve, one out of every three academicians will be jobless within five years.

Oppose Salary Cut for Teachers

WAKEFIELD, Mass. — A stand against any action savoring of actual salary reductions for teachers has been taken by the Wakefield school committee in a letter to the finance committee. The committee favors contributions by the teachers to the unemployment relief funds or the town welfare department. It is also argued that any actual pay cut would affect the teachers' retirement fund assessments and, consequently, their future pensions. The committee also pleaded for relief from crowded school conditions, now causing double sessions for senior and junior high schools, and "has no objection" to the site on Common street, opposite the Common, which will be favored by a special building committee.

BOSTON PUBLIC SCHOOLS: Written examinations for candidates for the Master's Degree in Education in The Graduate School of The Teachers College of the city of Boston and for Substitute Teachers of the city of Boston will be held on Friday, June 24, at The Teachers College, Boston, at 9 o'clock A. M.

Oral examinations for foreign language candidates in both groups will be held on Thursday, June 23, at the same place at 9 o'clock A. M.

Address all questions in regard to these examinations to Board of Examiners, 15 Beacon Street, Boston.

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ENGLISH IN RUSSIA

New Method Utilizes Latest Grammar in Classes

MOSCOW.—An English grammar is hardly the first book one would resort to for information about Soviet Russia, but, curiously enough, such a volume, published here last year for the use of Russians desirous of learning the English tongue, tells a good deal about what this people are thinking and doing. The book in question, "A Practical Guide to English Grammar," by Zilpert and Abram, becomes of special interest when compared with another volume of the type, "Studies in English Idiom," by G. Brackenbury, which was previously much used in Russia.

Brackenbury, in his exercises, brings in kings, the weather, the Creator and religion, and bourgeois customs and manners. In contrast, Zilpert and Abram favor such topics as factories, the Five-Year Plan, strikes, the capitalist depression, the October revolution and Comrade Lenin.

There is not less of contrast between the brief paragraphs presented in the two volumes as exercises in the use of the past perfect tense. Brackenbury's paragraph is quite innocuous. Thus: "Christopher Columbus set sail from Spain full of hope and confidence. He had obtained the encouragement of assistance of the King and Queen of Spain, who had provided him with ships and men."

Zilpert and Abram's paragraph, on the other hand, has a political ring. It follows: "The stock market crash of October, 1929, in U. S. A., represented for the worker only the culmination of months of industrial curtailment. Hundreds of thousands had already been laid off or had been put on part time with a corresponding reduction in wages."

Teachers Ride In School Buses

CAZENOVIA, N. Y.—Teachers as well as pupils ride in school buses. To attend a recent conference, teachers in Cazenovia, Madison County, N. Y., found this means of transportation very convenient and economical. Principal Donald Barker reports the experiment saved more than $100 for De Ruyter central school district and the state.

600 Attend Free Education Courses

BOSTON.—More than 600 have taken advantage of the free educational courses that have been offered to the public during the current depression by the Massachusetts emergency committee on unemployment. The courses are in accounting, advertising, business English, typewriting, stenographic dictation, literature and the various arts.

Depression Lifts Students' Marks

CAMBRIDGE, Mass.—Scarcity of spending money has caused more study by students, Harvard authorities declared in announcing a marked improvement in the scholastic grades of the undergraduate body at mid-years this year, compared to last winter. This is at least one constructive result of economic conditions, they declared. With the students so often "broke" that nothing is left to do except study, only 10.8 per cent. are doing unsatisfactory work this year, whereas 12.6 per cent. were deficient in studies last winter, according to figures made public by Dean Alfred C. Hanford of the college. Dean Hanford said freshmen and seniors lead the other classes in general improvement. Of the seniors, only 5.1 per cent. are doing unsatisfactory work as compared to 6.7 per cent. who were failing last February and the freshmen have reduced their "unsatisfactory" percentage from 19.7 to 17.8.

Report on Causes Of College Failures

NEW YORK.—The radical transition from high school to college methods of instruction, the difficulty of pursuing work outside school hours, and general physical defects are the primary causes contributing to failures in college, according to a report made public by Professors Mary F. Higgins and Marie K. Gallagher, of the department of education at Hunter College, following a two-year survey in which some 4,000 freshman students were studied. A standardized psychological test, in which the major emphasis was placed on the processes of reasoning in mathematical and scientific studies and on language comprehension, was given each of the freshmen early in their college careers to discover immediately those who were maladjusted for college work.

Columbia's Income Is Off a Million

NEW YORK.—Columbia University's income will be $1,000,000 less this year than last, President Nicholas Murray Butler told alumni. Speaking at a dinner which officially opened this year's alumni fund drive for $250,000, Dr. Butler said this was not the year to look for large benefactions, and that the alumni should go after "a multitude of small gifts."

Nation-Wide Probe Of Higher Teaching

WASHINGTON. — A nation-wide survey of the current practice and standards of teaching in the colleges and universities of the United States has been formally launched under the direction of the American Association of University Professors, according to the announcement released from the national office of the association. This investigation, made possible by the grant of $20,000 by the Carnegie Foundation for the Advancement of Teaching and the Carnegie Corporation, will aim to discover and evaluate the present quality of academic instruction and to recommend standards and methods for its improvement.

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Silver Bay Vacation Conference

NEW YORK.—Educators, ministers, explorers, world travelers, aviators, and musical artists will be on the program of the 1932 Silver Bay Vacation Conference which takes place from August 2 to 15 at Silver Bay on Lake George, New York. The program includes not only addresses by speakers of prominence, but round table conferences and forum discussions which permit the exchange of personal opinions and constructive criticism. Clarence Chamberlin, famous transatlantic flyer; John Jonas, game hunter in Africa, India, and the Arctic; Dr. Gilbert T. Pearson, president of the Audobon Society of America, are among those who will be heard. The educators include Dr. Daniel J. Kelly, superintendent of schools at Binghamton, N.Y.; Dr. Arvie Eldred, secretary of the New York State Teachers' Association; Helen H. Heyl, of the New York State Department of Rural Education; Miss Caroline A. Whipple, of the New York State Department of Vocational Education, and Dr. Clement E. Foust, of the Normal School, Philadelphia. Platform meetings are limited to an hour and a half in the morning and the evening session. There is also a varied program of sports and outdoor activities as well as concerts, motion pictures and indoor games.

California Weighs Student Needs

BERKELEY, Cal.—A newly organized junior college conference committee, composed of representatives of the California Department of Education, the junior colleges and the University of California, and created for the purpose of considering problems of articulation between the junior colleges and the university, held its first meeting recently at Berkeley. Announcement of the formation of this committee was made by President Robert Gordon Sproul of the University of California, who has been appointed chairman of the group. The initiative in starting the committee was taken by the California Junior College Federation with the support and encouragement of the university.

Students Diet For a Radio

EMPORIA, Kans.—College of Emporia students wanted a radio in the dining hall. There was no money in the budget, so the administration advised them if they would go breakfastless for three days the money would go for a radio. They did, and now have music with their meals.

Americas To Be Studied In Spanish University

SEVILLE, Spain.—The history of the republics of America is to become an important study for university students in the new republic of Spain. The course for the first year in the University of Seville has just been announced. Extensive studies in geography, history, archaeology, law, economic and social subjects will be given under the direction of Professor Ots Capdequi. There will also be special sections for a wide range of instruction covering Spanish-American colonial periods and North American history. Several Spanish and Spanish-American educators will take part in this work. The faculty has been legally authorized to confer the degree of doctor of Spanish-American history.

Deplores "Mass Ideas" In College Education

BOSTON.—College students in the United States "are pumped full of information that will help them get a position," and their conversation "fluctuates between sports and sex," Dr. Abram Leon Sachar of the University of Illinois declared recently in addressing the Ford Hall Forum here. He said nearly all the great universities had succumbed to "mass ideas," and this was evident from the courses given. The courses reflected the outlook of the student instead of providing a classical education which would develop great leaders. He saw a danger in American universities dealing in "student herds," and suggested that closer relationships between instructors and students would bring better results. He believed that dealing with the herd in classes reflected "the tawdry standards of the masses."

Summer School Will Experiment With Teaching

SYRACUSE, N.Y.—For six weeks, from July 5 until August 16, Teachers' College of Syracuse University will become an experimental laboratory, where proponents of various types of modernized procedure may test and compare their differing theories, it has been announced. Acknowledged leaders in three or four methods will be members of the Syracuse summer faculty. Each will teach according to his own theories, for the benefit of hundreds of school teachers, principals, superintendents, who will enroll for summer study. The Progressive Education Institute is returning to the Syracuse campus for its fourth annual session. The institute, supported by the Progressive Education Association, of which Burton P. Fowler, headmaster of Tower Hill School, Wilmington, Del., is president, attracted much attention to the Syracuse Summer School last year.

Grins Between Grinds

Mor'n Full

Old Lady: "Can't you cheer your little brother up and stop his crying?"

Small Boy: "Well, did you ever try to cheer anybody up that's just eaten five bananas, two hot dogs, and seven ice cream cones?"

• •

No Class

Times were dull and debts were pressing for a pair of yeggs.

"Let's slip over to Simpson's Corners and clean out the Farmers' Bank there," suggested the first.

"Chuff!" snarled the second. "Are you crazy? What do you expect to get out of a bank that ain't got but three vice-presidents?"

• •

Which First?

"Above all," said the mistress to the new maid, "I want obedience and truthfulness."

"Yes, madam," replied the girl. "And if anybody calls when you are in, and you say you are out, which shall come first—obedience or truthfulness?"

• •

Birthstones

Laundresses—the soapstone.
Architects—the corner stone.
Cooks—the pudding stone.
Soldier—the blood stone.
Politicians—the Blarney stone.
Borrowers—the touch stone.
Policemen—the paving stone.
Stockholders—the curbstone.
Shoemakers—the cobble stone.
Burglars—the keystone.
Tourists—the Yellowstone.
Beauties—the peach stone.
Editors—the grindstone.
Motorists—the milestone.
Pedestrians—the tombstone.

• •

"I Is"

"I is," began Tommy.

"I am, not I is," corrected the teacher, promptly.

"I am the ninth letter of the alphabet," Tommy went on.

• •

The Shining Exception

"Did any of your family ever make a brilliant marriage?"

"Only my wife."

• •

Too Obvious

A Negro boy, going through a cemetery, read this inscription on a tombstone: "Not Dead but Sleeping."

Scratching his head awhile the boy remarked: "He sure ain't foolin' nobody but hisself."